

Painting II

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Painting II	Date last reviewed: 2020
Prerequisites: Painting I	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Expand your artistic skills and continue to paint. Painting II class builds on the skills acquired in Painting I. Students will explore value and color as they learn to create their own strong compositions and how to look at their work with a critical eye. Color theory will help students to learn to mix and produce color variations that will add depth and excitement to their work. Research of art movements and artists will enrich the learning experience.

Career Clusters Connections:

→ ARTS, AUDIO/VISUAL & COMMUNICATIONS

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop	<ul style="list-style-type: none"> ❖ What role does persistence play in revising, refining,

excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>and developing work?</p> <ul style="list-style-type: none"> ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<ul style="list-style-type: none"> ❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> ❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> ❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

PRIORITY STANDARDS
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standard Clusters

<ul style="list-style-type: none"> ● A.A.Cr.10.h: Investigate. Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
<ul style="list-style-type: none"> ● A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
<ul style="list-style-type: none"> ● A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
<ul style="list-style-type: none"> ● A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
<ul style="list-style-type: none"> ● A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
<ul style="list-style-type: none"> ● A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
<ul style="list-style-type: none"> ● A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
<ul style="list-style-type: none"> ● A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
<ul style="list-style-type: none"> ● A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
<ul style="list-style-type: none"> ● A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
<ul style="list-style-type: none"> ● A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
<ul style="list-style-type: none"> ● A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
<ul style="list-style-type: none"> ● A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
<ul style="list-style-type: none"> ● A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Color and Observation

- A. Color theory (monochromatic, analogous, complementary, etc.)
- B. Color as value
- C. Still life
- D. Portrait

Essential Questions:

1. How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
2. How do artists and designers determine whether a particular direction in their work is effective?

3. What role does persistence play in revising, refining, and developing work?
4. How does one determine criteria to evaluate a work of art?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.

Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.

Learning Targets

- I can mix value with paint and mix primary colors to create secondary and tertiary colors
- I can mix complementary colors to get a neutral color.
- I can incorporate strong contrasting values within a painting.
- I can paint using techniques learned from famous artists.
- I can use a wide variety of color within an object.
- I can use colors in shadows instead of black.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
9x9 series of mini paintings (6"x6")	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Less amount
Mini painting in the style of artist study	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Take photos of similar subject matter
Color as value portrait	<input checked="" type="checkbox"/> Creating	<ul style="list-style-type: none"> ● Color experimentation vs artist inspiration

	<input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	
Texture painting (Brush strokes, credit card background)	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> Computers with photoshop 		

Unit 2 - Composition

- A. Rule of Thirds
- B. Viewpoint
- C. Cropping
- D. Foreground, middle ground, background

Essential Questions:

- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- How do artists and designers determine whether a particular direction in their work is effective?
- What role does persistence play in revising, refining, and developing work?
- How does one determine criteria to evaluate a work of art?

Unit Standards

Priority Standards

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Supporting Standards

- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

Learning Targets

<ul style="list-style-type: none"> I can apply knowledge of composition skills and vocabulary to artwork. I can apply the elements and principles of design to develop original, creative and strong compositions. 		
Assessment Evidence		
Feedback & Scoring Rubric(s) based on Priority Standards <ul style="list-style-type: none"> Art Rubric Format 		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Still life in color	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> Fewer objects
Figurative piece (for example: seated portrait inspired by Alice Neel)	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> Smaller canvas
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> Computers with photoshop 		

Unit 3 - Sketchbook A. Thumbnail sketches B. Documentation of artistic process C. Creative problem solving D. Artist Study
Essential Questions
1. How does knowing the contexts histories, and traditions of art forms help us create works of art and design? 2. How do artists and designers determine whether a particular direction in their work is effective? 3. What role does persistence play in revising, refining, and developing work? 4. How does one determine criteria to evaluate a work of art? 5. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 6. How does art preserve aspects of life?
Unit Standards

Priority Standards

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- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinaryperspectives in own artistic work.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Learning Targets

- I can generate multiple and unique solutions to art problems.
- I can experiment with materials and ideas.
- I can research artists and movements to understand the history of art
- I can interpret meaning of an art work by observation and research

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Thumbnail sketches	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	●
Documentation of artistic process	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	● Simplify requirements

Artist Study(s) (i.e. Portrait Artist Studies: Michele Petrelli, Paul Wright, VOKA, Francoise Nielly; Figurative painters artist studies)	<ul style="list-style-type: none"><input type="checkbox"/> Creating<input type="checkbox"/> Presenting<input checked="" type="checkbox"/> Responding<input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none">● Simplify requirements
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none">●		